Basic Information

Instructor: Victoria Zencak  
Office: 408G  
Office Hours: M/W 10-11:30 a.m. (or by appt.)

Classroom: Hertz Hall 118  
Course Time: M/W/F 9:00 a.m. – 9:50 a.m.  
E-mail: victoria.zencak@cwu.edu

Writing Center in the Academic and Research Commons: Brooks Library, First Floor, 963-1270

Course Description

This course will help you to develop the skills necessary for academic writing. Through assignments involving critical reading, response, and research, you will generate complex questions, explore multiple perspectives, and write summaries and responses. You will also learn how to craft prose that meets the expectations of an academic audience. The culminating assignment for the course is a synthesis paper in which you answer a research-based question of interest to you and to others in your class.

English 101 Course Outcomes:

1. Reading critically—distinguishing central ideas from evidence and identifying the author’s purpose, assumptions, and attitudes;
2. Summarizing advanced-level material accurately—representing and documenting content; reflecting the source’s purpose, tone, and structure;
3. Referring to all key ideas and excluding unnecessary details;
4. Reading responsively, using prior knowledge and experience to identify questions at issue and to recognize bias;
5. Responding in writing to advanced-level material—reflecting the positions and assertions of an author, identifying a question at issue for both the student and the author, and focusing comments on the question at issue;
6. Identifying and synthesizing responses to common questions at issue, various perspectives on a topic, or solutions to a problem;
7. Drawing reasonable conclusions from information found in various sources—whether written, oral, tabular, or graphic—and integrating those conclusions into the development of written projects;
8. Integrating multiple sources by examining alternative solutions or perspectives and responding to source material;
9. Crafting prose that conforms to the expectations of an academic audience.

English 101 Texts and Materials

- English 101 Coursepack (Coursepacks are on shelves on the back [south] wall of the bookstore.)

Recommended:
- A folder or a small three-ring binder for keeping handouts
- A notebook for writing homework assignments
- A planner or calendar for keeping track of assignment due dates
Canvas and Outlook E-mail

I use the Canvas website to provide you with your grades, assignments, and course documents, as well as posting important announcements and updates regarding deadlines and assignments. Any announcement I post on Canvas should be sent to your CWU e-mail account, as will any messages that I send you individually. **Note:** **I will not send emails to your personal email account; you must check your CWU email.** Links for Canvas and CWU Outlook are on the CWU home page under the MyCWU heading.

Class Policies and Expectations

*Central Washington University expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, in its work environments, and at campus events.*

**Attendance/Participation/Tardiness**

To achieve the goals of this course, you will have to participate actively, complete all assignments, and take part in discussions. Your contributions are crucial to your success and to the success of the course, so you are expected to attend every class. **You will receive a grade for your participation** once at midterm and once at the end of the quarter. The rubric is visible on Canvas; please talk to me if you have any questions or concerns.

**If you have to miss class:** 1. inform me of your impending absence, 2. check Canvas for handouts and assignments, and 3. talk with a classmate about that day's lesson when you return. When you have to miss class because of university events such as games or concerts, submit an official calendar or letter at the beginning of the quarter and make arrangements so that your assignments are submitted on time. You will be held responsible for completing any work assigned while you are gone.

**If you miss more than six classes, you will receive a failing grade for the course.** Because you are expected to participate in class, this course does not distinguish between excused and unexcused absences, including those related to university events. If you must miss more than three classes, you are strongly encouraged to drop this course and add another course or an online section of English 101. If you are late, talk to me after class. **If you are consistently late, you will not receive full credit for participation.**

**Classroom Disruptions**

Students whose conduct is disruptive or disorderly (e.g., talking out of turn or using cell phones and other electronic devices in class) will be reprimanded. A student who is consistently disruptive will be asked to leave the class, and the incident will be reported to the Dean of Student Success.

**Late Work**

Turn in your assignments on time. Late assignments will not be accepted unless arrangements have been made in advance. The grade on any late assignment that I choose to accept will be reduced by **20 percent of the assignment value for each class day it is late** unless I tell you otherwise.

**Revision Process and Formal Revision Policy**

You will be able to revise and resubmit only one paper for a better grade. You will have **one week** after receiving your grade and my feedback to submit this revision. You must take your paper to the Writing Center with my feedback as part of the formal revision process. Your revised paper submission should be accompanied by a detailed explanation of the changes you have made (i.e., why they improved the quality of the assignment). **Papers submitted during the last week of class or during finals week are not eligible for the formal revision process.**

As a rule, be sure to start assignments promptly. You should bring your papers to class workshops and, if necessary, to the Writing Center **before** you submit them.
Homework
Because this is a four-credit course that meets only three days a week, you are expected to do nine hours of homework each week (two for each credit and one for the day that class does not meet). Your homework for the following day is listed on the syllabus calendar. Any changes to a day’s homework will be announced in class.

Conferencing
At least once this quarter, you will be required to attend an individual conference in my office. A missed conference will count as an absence.

Plagiarism and Academic Dishonesty
Academic dishonesty, including plagiarism, will result in a failing grade for the assignment and may result in a failing grade for the course. Academic dishonesty is defined in the student conduct code (www.cwu.edu/student-success/student-rights-and-responsibilities). Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a W can be replaced with a letter grade.

Academic Adjustments
If you anticipate or experience any barriers to learning, please discuss them with me as soon as possible. To determine whether you qualify for specific accommodations, please contact Disability Services. It is your responsibility to make sure a list of accommodations is sent to me. For more information, visit Hogue 126, call (509) 963-2214, or email ds@cwu.edu.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Preparation, Homework, and Participation</td>
<td>100</td>
</tr>
<tr>
<td>Toolkit Quizzes and Test (Grammar and Editing) Eight Quizzes = 100; Test = 50</td>
<td>150</td>
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<tr>
<td>Citation and Documentation Test</td>
<td>50</td>
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<tr>
<td>Summarizing Paragraphs</td>
<td>50</td>
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<tr>
<td>Summary</td>
<td>100</td>
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<tr>
<td>Summary-Response Paper</td>
<td>150</td>
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<tr>
<td>Research Proposal and Annotated List of Works Cited</td>
<td>50</td>
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<tr>
<td>Preliminary Synthesis Assignment</td>
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<tr>
<td>Exploratory Synthesis Paper</td>
<td>200</td>
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<td>Final Reflection</td>
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<td><strong>Total</strong></td>
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Grading Scale

<table>
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<tr>
<th>Total Points</th>
<th>Grade</th>
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<tr>
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<td>A</td>
<td>93-100%</td>
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<tr>
<td>900-929</td>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>870-899</td>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>830-869</td>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>800-829</td>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>770-799</td>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>730-769</td>
<td>C</td>
<td>73-76%</td>
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<td>700-729</td>
<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>63-66%</td>
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<tr>
<td>600-629</td>
<td>D-</td>
<td>60-62%</td>
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<td>&lt; 600</td>
<td>F</td>
<td>&lt; 60%</td>
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To pass the course, you must submit ALL writing assignments. You may not submit a paper written previously.

The Writing Center is an excellent resource for students of all skill levels who desire help with any stage of the writing process (prewriting, drafting, revision, etc.). You will earn five extra credit points on your assignment if I receive proof that you worked with a tutor at the Writing Center. A maximum of ten extra credit points can be earned, but additional visits are likely to improve the quality, and thus the scores, of your assignments. If you are confused or uncertain about feedback that you receive at the Writing Center, you are welcome to come to my office with your paper draft and feedback for clarification. Please note that the Writing Center visit that is a required element of the optional formal paper revision process does not count as an extra credit visit.
**Important Dates**

- **January 9**: Drops completed by this date will not appear on transcripts or have tuition assessed.
- **February 1**: Deadline for complete withdrawal and 50 percent refund
- **February 16**: Deadline for uncontested withdrawal
- **March 9**: Deadline for hardship withdrawal petition

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**Course Schedule**

Class meets on Mondays, Wednesdays, and Fridays. Make good use of your Tuesdays and Thursdays by visiting the University Writing Center.

**GETTING STARTED**

**Week 1**

**Day 1 Wednesday, January 3**

Agenda: Introductions / Critical Thinking

Homework: (1) Complete the diagnostic assignment for Monday. (2) Read 1a-c in *Harbrace Essentials (HE)*. (3) Read “The Rhetorical Situation” in the coursepack (4) Compare and contrast the two excerpts about gambling.

**THE RHETORICAL SITUATION**

**Day 2 Friday, January 5 (Due: Gambling excerpts comparison essay)**

Agenda: The Rhetorical Situation / Sentence Essentials

Homework: (1) Read 21f and 17a-c in *HE* and identify just the subjects and predicates in Exercise 17.2 on page 261. (2) Take the syllabus quiz. (3) Bring a printed copy of the diagnostic assignment to class on Monday.

**Week 2**

**Day 3 Monday, January 8 (Due: *HE* Exercises; Syllabus Quiz [on Canvas]; Diagnostic assignment)**

Agenda: Writer's Toolkit 1 (Subject and Predicates) / The Rhetorical Situation

Homework: (1) *Actively and critically* read “Redefining Reading.” (2) Rewrite the first paragraph so that it is appropriate for a less formal rhetorical situation. (3) Take Toolkit 1 Quiz. (4) Look at Rhetorical Situation email assignment on Canvas; complete by Friday.

**Day 4 Wednesday, January 10 (Due: Paragraph rewrite; Toolkit 1 Quiz [on Canvas])**

Agenda: Reading Rhetorically / Unity and Coherence

Homework: (1) Read 3a-d in *HE*. (2) Read 11c-e and 12a-c in *HE*. (3) Complete "Quotations and Paraphrases" in the coursepack. (4) Send Rhetorical self-introduction email to instructor by Friday. (5) BONUS HW: Choose a paragraph or two from “Redefining Reading” and write a description of three features that make the paragraph(s) unified and coherent. Then identify which rhetorical method was used to develop it (them).

**SUMMARIZING SOURCES**

**Day 5 Friday, January 12 (Due: Quotations and Paraphrases bookwork; Rhet. Sit. Email; Bonus HW)**

Agenda: Reading Rhetorically / Quoting, Paraphrasing, and Summarizing Paragraphs

Homework: (1) Read 17d-e and 11f in *HE*. (2) Read “Guidelines for Summarizing” section in the coursepack. (3) Complete Summarizing Sources assignment (found in the coursepack); submit on Canvas. (4) Read assigned article for summary by Wednesday. (5) Prepare comprehension and discussion questions about each paragraph of the assigned summary source.

**Week 3**

Monday, January 15 **NO CLASS – MLK DAY**

**Day 6 Wednesday, January 17 (Due: Summarizing Sources [on Canvas]; Discussion/Comprehension Questions)**

Agenda: Summarizing Sources

The Writer’s Toolkit 2: Phrases and Clauses

Homework: (1) Start the Summary Assignment by rereading the assigned article and the Summary assignment sheet. (2) Read the “Prewriting Strategies” page at http://writing.ku.edu/prewriting-strategies (3) Complete the prewriting activity for the summary article. (4) Read "The Politics of Work, Family, and Community" (5) Read and score "Balancing Act" (pp. 43-44) using the criteria of the summary assignment.
Day 7 Friday, January 19 (Due: Graded Rubric for “Balancing Act”)
Agenda: Strategies for Summarizing
Homework: (1) Prepare your summary paper, and bring two printed drafts to Friday’s class. (2) Prepare a list of five questions about your paper to ask other workshop participants. (3) Take Toolkit 2 Quiz by next class.

Week 4
Day 8 Monday, January 22 (Due: Toolkit 2 Quiz [on Canvas]; Summary Paper Drafts)
Agenda: Formulaic Expressions for Summarizing / Workshop
Homework: (1) Prepare a final draft of your summary.

Day 9 Wednesday, January 24 (Due: Summary [on Canvas]; Rough Draft packet)
Agenda: MLA Introduction
The Writer’s Toolkit 3: Avoiding Sentence Fragments
Homework: (1) Read 18a-c in HE; complete Exercise 18.1 on page 275. (2) Take Toolkit 3 Quiz.

Day 10 Friday, January 26 (Due: HE Exercises; Toolkit 3 Quiz [on Canvas])
Agenda: Citing and Documenting Sources
Homework: (1) Prepare for the test on quoting, paraphrasing, citing sources, and documenting sources. (2) Read chapter 13 in HE and complete the study guide. By Wednesday: (3) Complete pre-reading questions. (4) Read entire assigned article, making note of author’s major points.

Week 5
Day 11 Monday, January 29
Agenda: Test on Citing and Documenting Sources (open book)
Homework: (1) Read 19a-c in HE. (2) Read “Responding” in the coursepack. (3) After completing (3) and (4) above, reread the assigned article if necessary, complete the post-reading questions, and draft brief summaries of the article’s paragraphs or main sections, making note of elements to which you want to respond.

RESPONDING TO SOURCES
Day 12 Wednesday, January 31
Agenda: Writing in Response (Due: Pre-reading and post-reading questions)
The Writer’s Toolkit 4: Avoiding Commas Splices and Fused Sentences

Day 13 Friday, February 2 (Due: HE Exercises)
Agenda: Strategies for Responding
Homework: (1) Tailor summary paragraph, thesis statement, and response to fit together and finish writing your summary-response paper. (2) Bring two printed drafts to Monday’s workshop. (3) Take Toolkit 4 Quiz.

Week 6
Day 14 Monday, February 5 (Due: Toolkit 4 Quiz [on Canvas]; Summary-Response Paper Drafts)
Agenda: Formulaic Expressions for Responding to Sources / Workshop
Homework: (1) Prepare a final draft of your response.

SYNTHESIZING SOURCES
Day 15 Wednesday, February 7 (Due: Summary-Response [on Canvas])
Agenda: Comparing and Contrasting
The Writer’s Toolkit 5: Appropriate Verb Forms and Subject-Verb Agreement
Homework: (1) Take and evaluate the questions of the Narcissistic Personality Inventory: https://openpsychometrics.org/tests/NPI/. (2) Use your experience taking the inventory to write a brief evaluation of the credibility of the assessment. (3) Read 20a and 20f in HE; complete Exercise 20.1 on pages 285-6 and Exercise 20.5 on page 299. (4) Recommended: bring laptops to class this Wednesday and Friday (5) Take Toolkit 5 Quiz by Friday.
Day 16 Friday, February 9 (Due: HE Exercises; narcissism response [informal])
Agenda: Research Questions and Finding Appropriate Sources
Homework: (1) Read 8a-d, 9a-g, 10a-c, and 11b in HE. (2) Compose a list of three research questions for which you can find at least four sources each.

Week 7 – Student Conferences Week
Day 17 Monday, February 12 (Due: Toolkit 5 Quiz [on Canvas])
Agenda: Research Questions, Research Proposals, and Annotated Lists of Works Cited
The Writer’s Toolkit 6: Appropriate Pronoun Forms and Clear Pronoun Reference
Homework: (1) Read "Synthesizing" in the coursepack. (2) Prepare a research proposal for Monday. (3) Read 21b and 21d in HE; complete Exercise 21.1 and 21.2 on page 307 and Exercise 21.4 on page 312. (4) Take Toolkit 6 Quiz by Friday.

Day 18 Wednesday, February 14 (Due: HE Exercises; Research Proposal draft)
Agenda: Evaluating Research Proposals / Workshop
Homework: (1) Prepare the final draft of your research proposal. (2) Take Toolkit 6 Quiz.

Day 19 Friday, February 16 (Due: Toolkit 6 Quiz [on Canvas]; Research Proposal [on Canvas])
Agenda: Synthesizing Sources
Homework: (1) Review the sample Exploratory Synthesis paper outline on Canvas. (2) Prepare a working outline or a map for the body of your paper. Indicate which sources you will use, how you will use them, and how they are connected to your other sources. (3) Read 21c and 21f in HE.

Week 8
Monday, February 19 NO CLASS – PRESIDENTS’ DAY

Day 20 Wednesday, February 21 (Due: Exploratory Synthesis Outline)
Agenda: Writing Exploratory Synthesis Papers
The Writer’s Toolkit 7: Pronoun-Antecedent Agreement and Use of First- and Second-Person Pronouns

Day 21 Friday, February 23 (Due: HE Exercises)
Agenda: Writing Synthesis Papers
Homework: (1) Complete your Preliminary Synthesis Assignment. (2) Take Toolkit 7 Quiz.

Week 9
Day 22 Monday, February 26
Agenda: Writer’s Toolkit Applications (Due: Toolkit 7 Quiz [on Canvas]; Preliminary Synthesis Assignment [on Canvas])
The Writer’s Toolkit 8: Placement of Modifiers / Workshop 1
Homework: (1) Read 22a, 22d, and 22e in HE; complete Exercise 22.1 on page 318, Exercise 22.3 on page 323, and Exercise 22.4 on page 324. (2) Prepare a rough draft of your Exploratory Synthesis paper. (3) Take Toolkit 8 Quiz.

Day 23 Wednesday, February 28 (Due: HE Exercises; Toolkit 8 Quiz [on Canvas])
Agenda: Review for the Grammar and Editing Test (Toolkit Test)
Homework: (1) Prepare for the Grammar and Editing Test (Toolkit Test).

Day 24 Friday, March 2
Agenda: Grammar and Editing Test (Toolkit Test). Note: If you miss this test, you must contact me to confirm your intent to make up the test; otherwise, you will receive a 0.
Homework: Prepare a full draft of your synthesis paper.
**Week 10**

*Day 25* Monday, March 5 (Due: *HE* Exercises; Exploratory Synthesis Rough Draft)

   Agenda: Workshop 2
   
   Homework: Finish a full-length, polished draft of your synthesis paper by March 7th. (Your paper should be ready for submission on the 7th; if I see students with incomplete drafts or a high rate of absences, I may choose to collect your drafts for final grading at the end of that class period.)

*Day 26* Wednesday, March 7

   Agenda: Evaluating Synthesis Papers / Workshop 3 (Due: Exploratory Synthesis Final Rough Draft)
   
   Homework: (1) Use the feedback that you receive in class to prepare the final draft of your synthesis paper. (2) Submit your Exploratory Synthesis paper on Canvas. (3) Bring a paper copy of your final draft *with all of your workshop materials* to class on Friday.

*Day 27* Friday, March 9 (Due: Exploratory Synthesis Paper [*on Canvas and in class*])

   Agenda: Writing a Reflection
   
   Homework: Complete your reflection.

**Finals Week:** Submit your reflection on Canvas by 10:00 a.m. on Wednesday (3/14/17). Have a great spring break!